

KELLY MILLER ELEMENTARY

255 Kelly Miller Road
Winnsboro, SC 29180

GRADES PK-6 Elementary School

ENROLLMENT 246 Students

PRINCIPAL Raye O'Neal-Boyd 803-635-2961

SUPERINTENDENT Dr. Walt Tobin, Transitional Superintendent 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	8	57	45	4

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

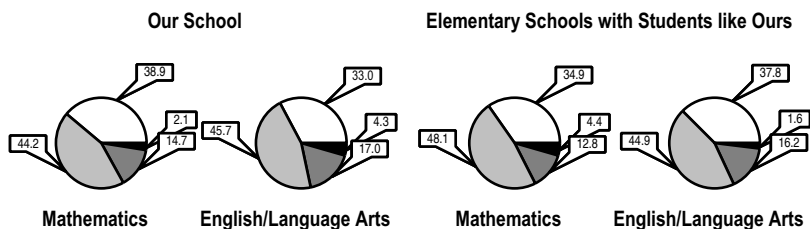
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Excellent	N/A
2003	Average	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	23	30	30
Percent satisfied with learning environment	54.5%	89.3%	80.0%
Percent satisfied with social and physical environment	56.5%	83.3%	70.0%
Percent satisfied with home-school relations	60.9%	90.0%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	129	96.1	33.0	45.7	17.0	4.3	21.3	17.6
Gender								
Male	65	98.5	23.8	50.0	23.8	2.4	26.2	17.6
Female	64	93.8	39.2	43.1	11.8	5.9	17.6	17.6
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	126	96.0	32.2	46.7	16.7	4.4	21.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	107	100.0	31.1	46.7	17.8	4.4	22.2	17.6
Disabled	22	77.3	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	129	96.1	33.3	45.2	17.2	4.3	21.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	129	96.1	32.6	45.7	17.4	4.3	21.7	17.6
Socio-Economic Status								
Subsidized meals	116	95.7	31.9	45.8	18.1	4.2	22.2	17.6
Full-pay meals	13	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	129	95.3	38.9	44.2	14.7	2.1	16.8	15.5
Gender								
Male	65	95.4	34.1	46.3	17.1	2.4	19.5	15.5
Female	64	95.3	41.2	43.1	13.7	2.0	15.7	15.5
Racial/Ethnic Group								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	126	95.2	38.2	44.9	14.6	2.2	16.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	107	98.1	36.3	46.2	15.4	2.2	17.6	15.5
Disabled	22	81.8	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	129	95.3	38.0	44.6	15.2	2.2	17.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	129	95.3	37.4	45.1	15.4	2.2	17.6	15.5
Socio-Economic Status								
Subsidized meals	116	96.6	36.6	43.7	18.3	1.4	19.7	15.5
Full-pay meals	13	84.6	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	39	N/A	38.2	58.8	2.9	N/A	2.9
	Grade 4	42	N/A	40.0	55.0	5.0	N/A	5.0
	Grade 5	40	N/A	46.2	38.5	15.4	N/A	15.4
	Grade 6	35	N/A	30.3	45.5	12.1	12.1	24.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	30	100.0	24.1	37.9	27.6	10.3	37.9
	Grade 4	33	93.9	50.0	45.5	4.5	N/A	4.5
	Grade 5	36	100.0	33.3	61.9	4.8	N/A	4.8
	Grade 6	30	90.0	27.3	40.9	27.3	4.5	31.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	39	N/A	75.8	24.2	N/A	N/A	N/A
	Grade 4	42	N/A	64.1	35.9	N/A	N/A	N/A
	Grade 5	40	N/A	41.0	35.9	17.9	5.1	23.1
	Grade 6	35	N/A	39.4	51.5	9.1	N/A	9.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	30	100.0	34.5	37.9	27.6	N/A	27.6
	Grade 4	33	100.0	41.7	50.0	8.3	N/A	8.3
	Grade 5	36	94.4	40.0	50.0	10.0	N/A	10.0
	Grade 6	30	86.7	40.9	40.9	9.1	9.1	18.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 246)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	96.5%	Down from 100.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.4%	Down from 12.7%	5.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	2.4%	Down from 4.9%	8.1%	8.0%
Older than usual for grade	0.8%	No change	2.6%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 19)				
Teachers with advanced degrees	42.1%	Down from 57.1%	46.9%	50.0%
Continuing contract teachers	63.2%	Down from 71.4%	79.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	66.0%	Down from 79.4%	80.8%	86.2%
Teacher attendance rate	96.0%	Down from 97.1%	95.0%	95.3%
Average teacher salary	\$39,988	Down 1.0%	\$38,455	\$39,909
Prof. development days/teacher	20.7 days	Up from 13.6 days	13.5 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	17.2 to 1	Down from 17.9 to 1	17.0 to 1	18.9 to 1
Prime instructional time	87.1%	Down from 95.8%	88.5%	89.7%
Dollars spent per pupil*	\$6,614	Up 21.0%	\$6,643	\$5,892
Percent spent on teacher salaries*	62.5%	Down from 65.6%	64.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Kelly Miller Elementary was filled with a lot of enthusiasm and excitement. The school celebrated many achievements at both the district and state level. Our school was the recipient of the Palmetto Gold Award in recognition of school improvement. Four students attended the USC Region II Science Fair, of which one was awarded third place. The District's Spelling Bee winner was a sixth-grade student. Students were invited to showcase their talents at two district-wide Performing Arts Productions.

Our instructional environment entailed best practices in teaching, student learning, and assessment. These practices will help successfully prepare our students for the future. We have devoted time for creating programs and implementing strategies aimed at addressing the needs of individual students.

We believe our year of academic excellence is the result of a combination of fundamental elements: implementation of effective classroom practices, providing creative teaching strategies, and using varied assessments to effectively impact student learning. Student achievement can be attributed to students' hard work and the professionalism of the staff.

The school is fortunate to be located in a community that provides a strong support system. We value parent participation, a key ingredient to the success of our school. Teachers, students and parents work closely together in an atmosphere of mutual respect and cooperation. Our students have supportive, caring parents who value education, and dedicated, committed teachers who continuously provide high quality instruction for all students.

We are committed to continual improvement of our programs and services.

Raye O'Neal-Boyd, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.